



# Platform Training Manual

## Overview

This training is designed to demonstrate the MICIP process while working in the MICIP platform. For this training experience, you will enter the platform ([training.micip.org](http://training.micip.org)) and log-in using the directions in the log-in to the MICIP Training Environment below. For training purposes, you will be part of Grand Ledge Public Schools continuous improvement team. Please note that all data used is public facing.

From a MICIP process perspective, training will simulate a district improvement team's effort as you work with your data, develop a data story, analyze root causes, identify a challenge statement, and then develop goal(s), measures, strategies, and activities to improve along with the monitoring process. You will be assigned the role and functions of a district administrator.

It is important to note this training is not only to teach you how to create and monitor plans by clicking buttons, but also to demonstrate the continuous improvement process while learning this platform's features

Throughout this training you will be able to link to a companion document that gives you suggestions and insights with each step.

## Training Environment

It is recommended that you **print this manual** ahead of time or have it on a separate screen so that you may easily reference it. Hopefully, this will make the test environment cleaner and allow you to focus on the MICIP application.

Training is still being conducted on the "training environment" rather than the production environment. That means everything that is built in this platform is not permanent and will be cleared out every night.

Finally, TRAINING will take about **60 minutes to complete**. You can stop anytime. There is only one training environment that everyone will use. Please label your work so you can easily find it and continue where you left off.

## Training Environment – Supplemental

### Overview

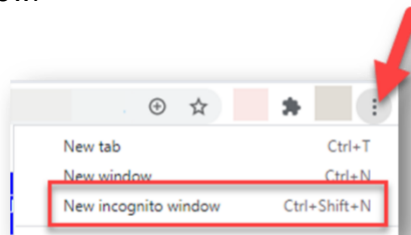
The MICIP Training Environment uses the same MiLaunchPad Single Sign-On (SSO) process that is used by the main MICIP environment (the live system) and other applications tied to MiLaunchPad. Because MiLaunchPad is meant to be used with multiple applications, its design remembers the “home district” for the purpose of logging-in. I.e., individuals do not need to select from the long list of districts to find their home district every time the log in. Unfortunately, there is not an easy way to switch the district once it is “locked-in.” While this is great for regular use, unfortunately, it does not work as well when flipping between different user accounts. Accordingly, you may run into this as you flip between your actual user account and the demonstration account you will use in the Training Environment.

### Recommended Approach

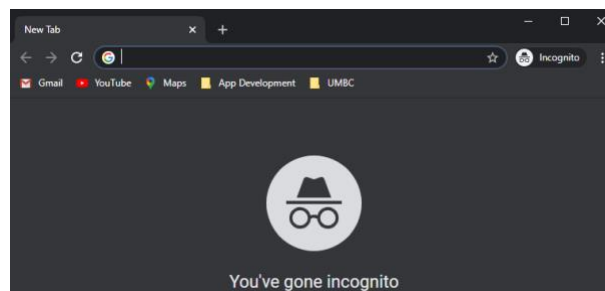
If possible, it is best to use either a different browser than you normally use or the “incognito mode” in your browser when using the Training Environment. The MiLaunchPad system is unaware of the other browser/incognito session so you should be able to access the list of districts in the MiLaunchPad SSO.

The following instructions are for opening an incognito browser in the Chrome browser. Other browsers will have similar processes. *Note: If you don’t see an incognito or private browsing option that this function has been blocked by your system administrator.*

- 1) In the upper-right corner of the Chrome browser, click on the three stacked dots and then select “New incognito window”. Alternatively, you may just press “Ctrl+Shift+N” in the browser and it will open a new window.



- 2) This will open a new incognito browser window that should look similar to the following screenshot.



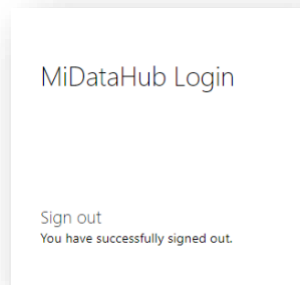
### Clear the Cookies Approach

If you are unable to use the recommended approach, you may need to use the following process if you find that you are stuck in a particular district in the MiLaunchPad SSO.

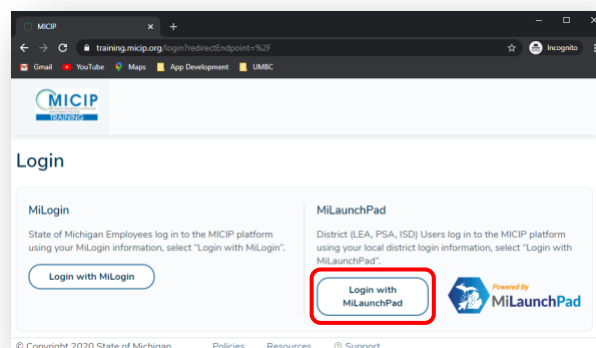
- 1) Close all MICIP / MiLaunchPad-related browser tabs/windows. This includes items like the MiLaunchPad launchpad, MiDataHub Cockpit, MiRead, etc.
- 2) Clear the MiLaunchPad SSO. To this go to the following URL: <https://milaunchpad.org/#/home>
  - a. If you are prompted to log-in, you may close that browser window or tab skip to the next step.
  - b. If you see something like the following, then find your username in the upper-right of the LaunchPad and logout.



- c. When logged out, you should see a message like the following screenshot. When you do you may close that browser window/tab and proceed to the next step.



- 3) In a new browser window/tab, go to the following URL: <https://training.micip.org/>
- 4) Click on the “Login with MiLaunchPad” button.



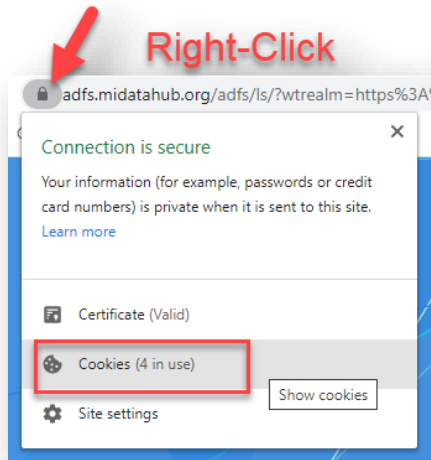
- 5) If you see the full list of districts, select the MiDataHub Login. This will flip you to the login screen for “MiDataHub Login” and you can enter the demonstration account and password, click on the “Sign in” button and you are all set (skip remaining steps).

The left screenshot shows the 'MiDataHub Login' page. It has a heading 'MiDataHub Login' and a subheading 'Sign in with one of these accounts'. Below this is a search bar labeled 'Search for provider...'. Under the search bar, it says 'Showing 266 of 266'. A list of providers is shown, with 'MiDataHub Login' highlighted by a red box. Below it are 'Adams Township' and 'Airport Community Schools'. The right screenshot shows the 'MiDataHub Login' page. It has a heading 'MiDataHub Login' and a subheading 'Sign in with your organizational account'. Below this are two input fields: one for email (containing 'someone@example.com') and one for password. Below the fields is a blue 'Sign in' button and a link for 'Forgot Password?'.

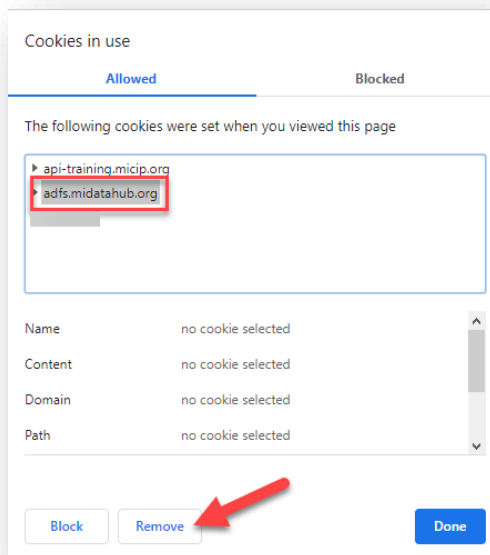
- 6) If you see something other than above (for example a screen like the following – your district will be listed where it says “OAITC”), then there are a few more steps.

The screenshot shows the 'OAITC' login page. It has a heading 'OAITC' and a subheading 'Sign in with your organizational account'. Below this are two input fields: one for email (containing 'someone@example.com') and one for password. Below the fields is a blue 'Sign in' button.

- a. Right-click on the “padlock” icon in the browser URL bar and select “Cookies.”



- b. Select the “adfs.midatahub.org” cookie, and then click on “Remove.” When you are done, click on the “Done” button. It is okay to remove other cookies, but not necessary.



- c. Close the window/browser tab. Go back to Steps 3-5 and you should be set. If you are still stuck please contact \_\_\_\_\_.

## If You Get Stuck

If for whatever reason things don't go as planned, you may simply end the session. If you desire to try to resolve the issue, email [mde-micip@michigan.gov](mailto:mde-micip@michigan.gov) and we'll get back as soon as possible. As has been stated previously, any participation yields useful data for improving the application.

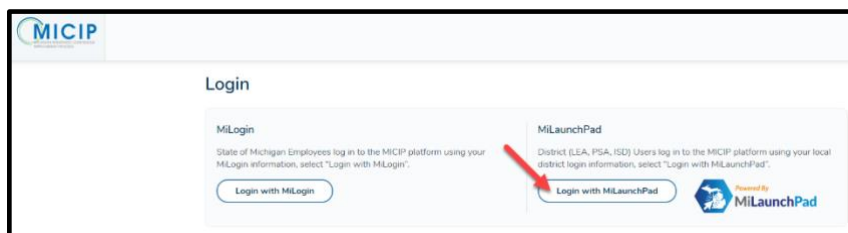
## Getting Started

**MICIP is focused on the district level.** While it is primarily the role of the school to implement continuous learning cycles at the instructional level, it is primarily the role of the district to support that instruction at the systems level, whether that be with systems that have more direct impact on student learning such as curriculum/instruction/assessment, data, student support, or technology, or those that support education more generally, including leadership, communication, human resources, finance, transportation, or food service. It is also ultimately the responsibility of the district to ensure that the plan is funded.

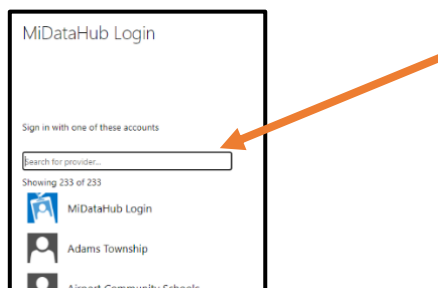
The training manual contains suggestions or examples of particular sections. You will know when a suggestion is available by the underlying of section titles or key words. The link takes you to the end of the manual where all examples are located.

## Log-in to The MICIP Training Environment

1. Navigate to: [training.micip.org](http://training.micip.org)
2. Click on "Login with MiLaunchPad"



3. Select "MiDataHub Login" as the account provider.
4. Enter the credentials provided to you from your ISD support and click on Sign-in.



5. If the login is successful, you will be redirected back to the MICIP application and see a screen describing the Terms and Conditions.

**Terms & Conditions**

TERMS & CONDITIONS

MICIP Platform Usage. Please Read Carefully.

The Michigan Integrated Continuous Improvement Process (MICIP) Platform is a software application provided to districts and Intermediate School Districts (ISDs). Data presented within MICIP is provided by the Center for Educational Performance and Information (CEPI) via the MISchoolData system and the Michigan Data Hub (MDataHub), for the purpose of creating school district continuous improvement plans. The platform offers only aggregated data at the school building or district level and does not contain student-level data. Care should be taken by users when using the MICIP Platform to avoid introducing PII, PHI, FERPA sensitive content (generally person identifying or health related data) by either directly entering such data or when attaching external files and links.

Unauthorized use of this system is prohibited. Clicking the button below certifies that you have read and agree to comply with this notice, you are an authorized user, and that you will use this system for authorized purposes only. This software application may be monitored and information examined, recorded, copied, and used for authorized audit purposes. There is no presumption of privacy when using this software application.

ANYONE USING THIS SYSTEM EXPRESSLY CONSENTS TO SUCH MONITORING.

☒ I have read and understand the Terms & Conditions

[Continue to MICIP](#)

**Note: You will see this screen only the first time. If you re-enter TRAINING, you may not see this. (Note: This may not apply if we are using generic accounts, though would reset every time we reset the database)**

6. Click on the “I have read...” checkbox and then the “Continue to MICIP” button.

If all is going well, you will see the main MICIP screen of the MICIP Dashboard.

**MICIP** | DISCOVER | PLAN | IMPLEMENT | REPORT

**MICIP Dashboard** All Buildings

My Portfolio - Active Goals

No Active Goals in the Portfolio.

[View Full Portfolio](#)

**In Progress**

Items: 0 | Items: 0 | Last Edited: 0 | By: 0

No Data

**Most Recent ASSIST Plan**

Contributing: 0 | Plan Type: 0 | Plan Type: 0

No Data

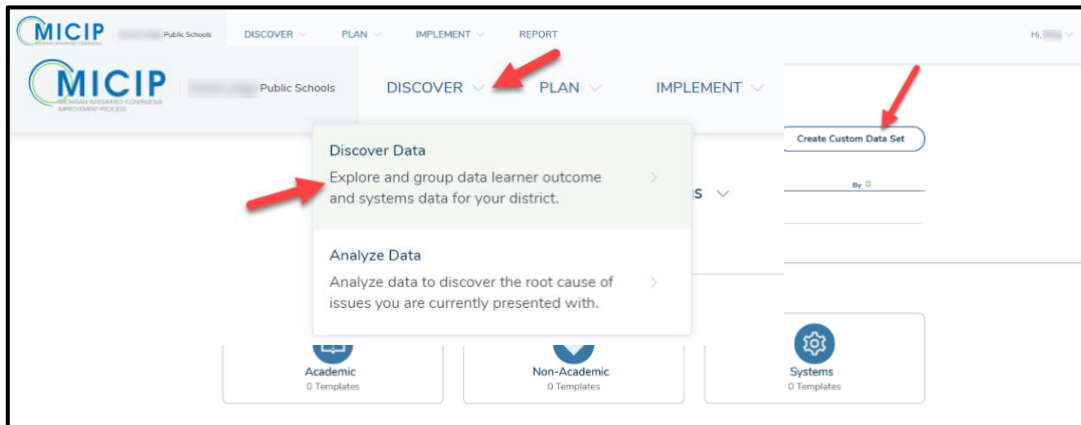


7. You will know that you are in the Training environment because the icon in the upper left hand corner of the screen will say “TRAINING” (see image, right) .
8. Verify that your name (upper right) is correct. If it is not, please logout (click on the name dropdown) and email [mde-micip@michigan.gov](mailto:mde-micip@michigan.gov) with the issue.



## Create A Data Story

1. If your initial Dashboard Page has a “Discover Data” button, go ahead and click it; this will be the case only for first time users. If you don’t see this, click on the “Discover” menu option and then “Discover Data” option. Either path will get you to the same place.
2. Click on the **“Create Custom Data Set”** button. *Note: We are not using the “Explore Data Template” option in this training session.”*

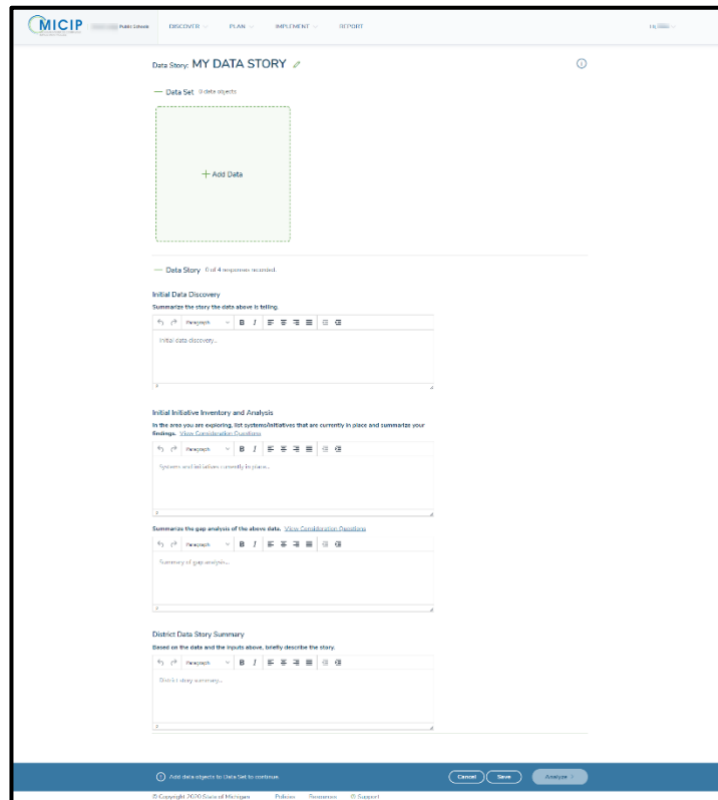


3. This will open a new special type of pop-up called a “modal”. Fill in the District Story Name (name should be unique so you can find it again), and focus area (note you can scroll to see more options). You DO NOT need to follow the example – make it meaningful to you. When done, click the “Create Custom Data Set” button.

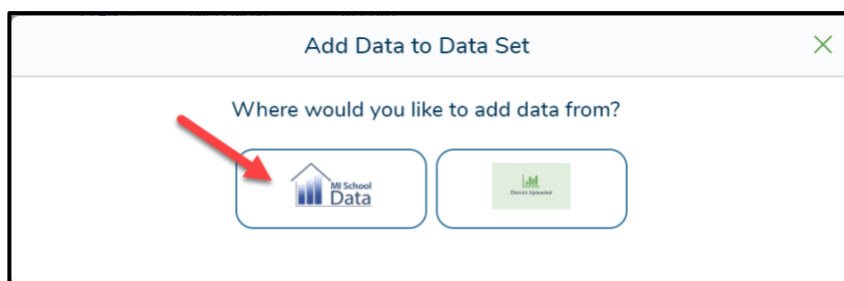
The screenshot shows the 'Name & Save Data Story' modal. It has a text input field for 'District Story Name: (Story name should be outcome based)' with the placeholder 'TYPE IN YOUR DATA STORY NAME'. Below this is a section titled 'Which focus area does this story relate to?' with three columns of radio button options: Academic, Non-Academic, and Systems. The 'Mental and Behavioral Health' option under Non-Academic is selected. At the bottom is a 'Create Custom Data Set' button.

4. The next screen is demonstrating how to add data by clicking on the green “+ Add Data” button.



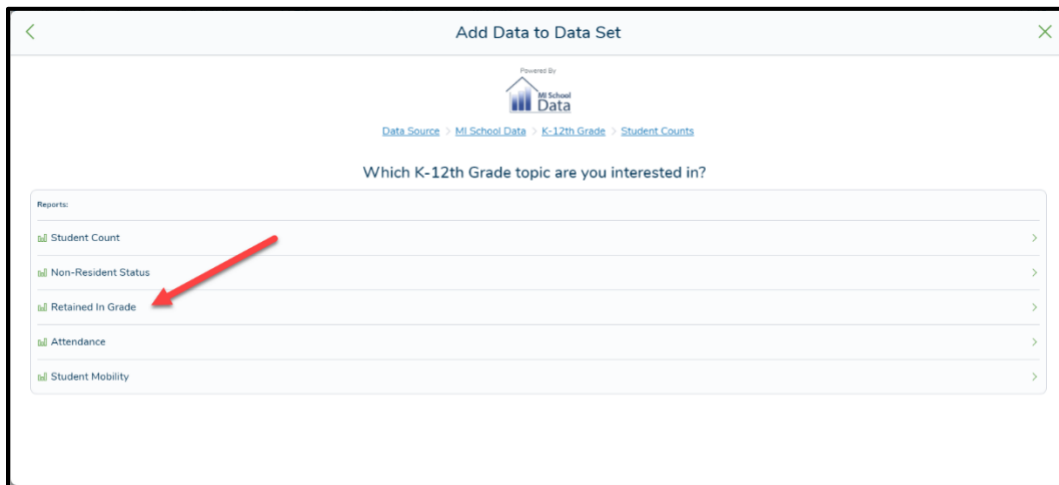


5. Another modal will open that will allow you to select your Data Source. As MICIP grows, in the future additional Data Sources will show up as buttons such as MiDataHub. For now, click on the MiSchoolData button.

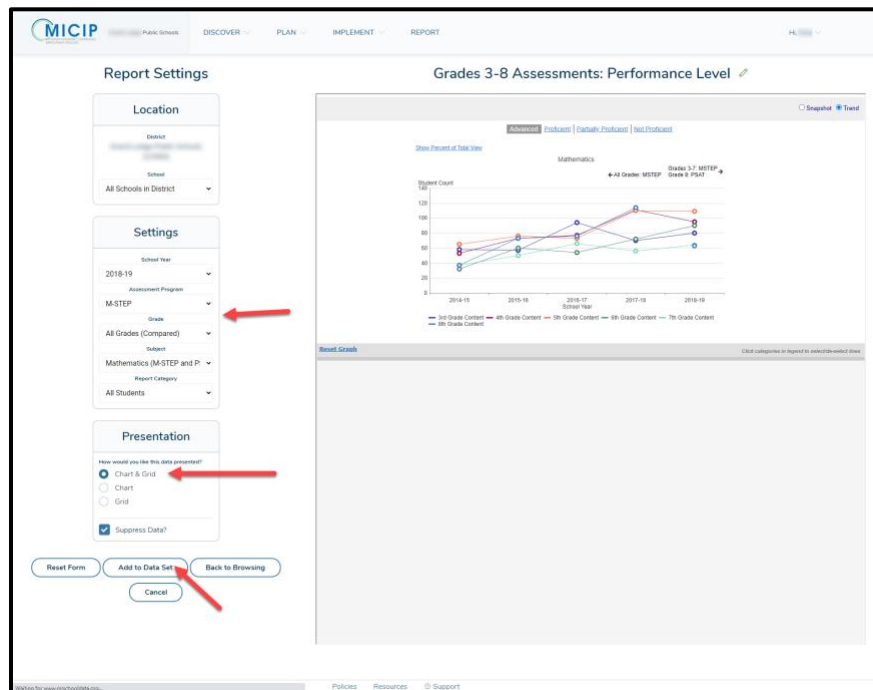


6. At this point you will see a list of categories within the data source (MiSchoolData in this case). Click on K-12<sup>th</sup> Grade topic and keep drilling down until you get to the report (you'll note that reports have a small green icon to the left). You should look for the following MiSchoolData reports:
  - a. K-12 achievement rates in core academic subject
  - b. Attendance data
  - c. Post-graduation data

d. Demographic data

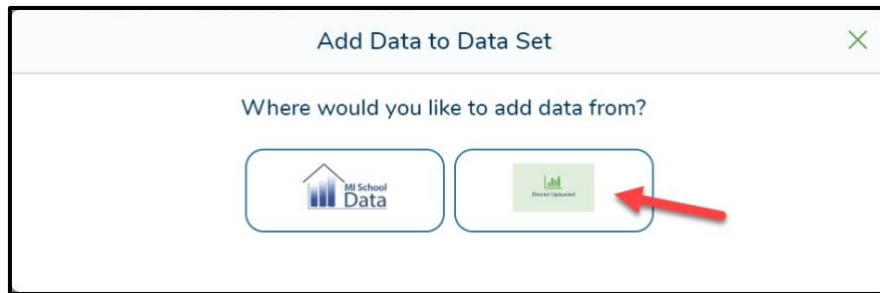


- At this point you are presented the basic view of the data object , or data report. The actual data is live from the MiSchoolData. You may adjust the parameters on the left (e.g., the year, chart vs. table, etc.) until the data is presented as needed for you. When you get it just right, click on the “Add to Data Set” button; you may need to scroll down to find it.

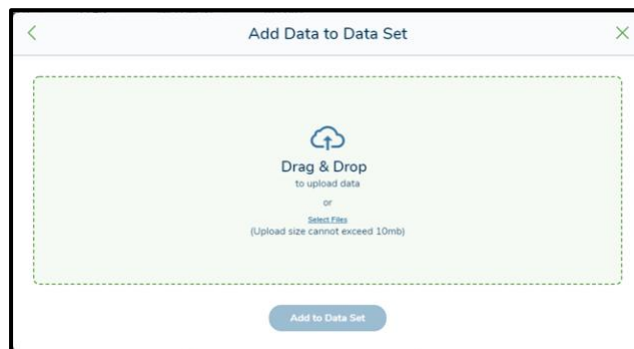


- At this point the modal will close, and you will see a live (albeit smaller) version of the “data object” in a “data tile” in the “Data Set” section of the “Data Story”. Feel free to add another data object from MiSchoolData. Otherwise you may also add a report (pdf or image) of a local

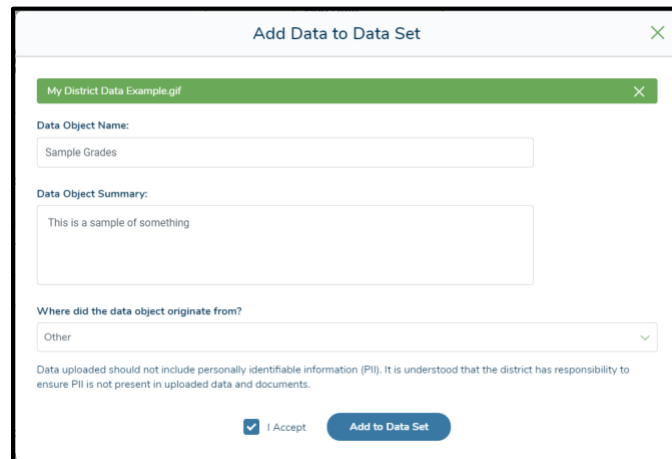
data object by clicking on the “+ Add Data” button (this is the same first step for any data source – MiSchoolData, local data, future data). In the modal that opens, select “District Upload.”



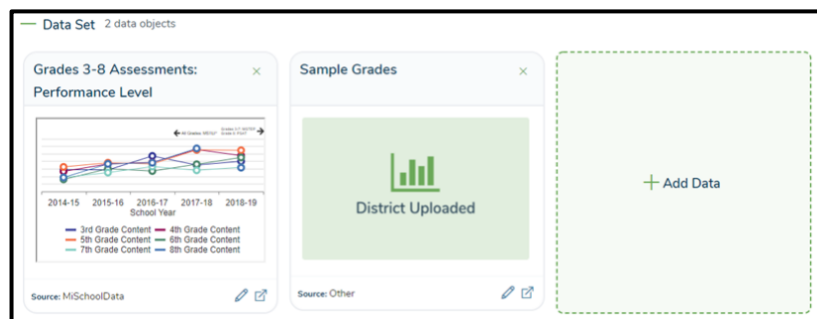
9. You will be presented with a modal to upload a file (pdf's and images separately). Select a file (one that does not have any privacy concerns containing data where individual students could be identified) and upload following the instructions. (hint: this is where you might upload reports from a local assessment system, survey tool, or other educational data system.)




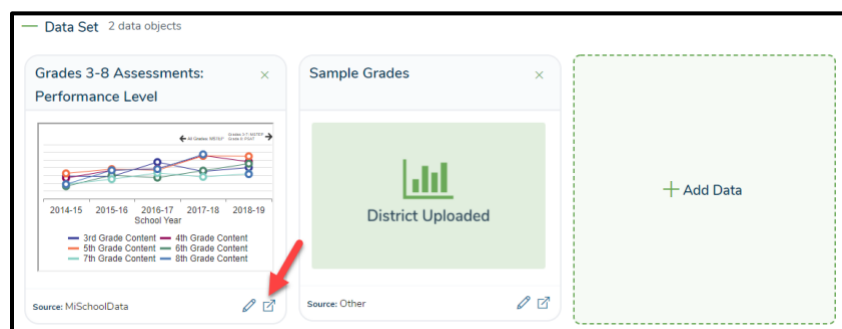
10. Once the file is uploaded, a modal will ask you to complete some information about the file. Complete this and then click “Add to Data Set” button



11. At this point, a generic data tile is added to the Data Set to identify the upload.



12. In the data tiles, there are two icons in the lower right. One icon  launches a view in a separate browser tab so you can have that open at the same time you continue to work in MICIP. Note: You will need to close those break-out tabs separately – A MICIP logout cannot close them. If you click on the small “pencil” icon (lower left of the tile if you have edit permissions), that puts you back in edit mode if you need to adjust something.



13. Now that the Data Set is ready, the Data Story itself needs to be explored. Complete the four boxes in the Data Discovery section.

14. You may note in for some boxes, you have an option to open a modal for consideration questions. To do that, click on the link and the modal will open. Whatever you type in that box will be inserted into the main screen box (and *vice versa*).

#### Initial Initiative Inventory and Analysis

In the area you are exploring, list systems/initiatives that are currently in place and summarize your findings. [View Consideration Questions](#)



### Initial Initiative Inventory and Analysis

In the area you are exploring, list systems/initiatives that are currently in place and summarize your findings. [View Consideration Questions](#)

Paragraph ▼ B I [List Bulleted] [List Numbered] [List Nested] [List Nested Numbered]

On initiative that currently exists is...

p

15. Once all the discovery boxes are completed, click on the “Analyze” button in the **blue navigation bar at the bottom** (you won’t be able to do this until the boxes are completed).

MICIP [Navigation: DISCOVER, PLAN, IMPLEMENT, REPORT] [Filter: All Data]

Data Story: MY DATA STORY

Data Set: 2 data objects

- Grades 3-6 Assessments: Performance Level [Chart]
- Sample Grades: District Uploaded [Chart]
- + Add Data

Data Story: 4 of 4 responses recorded

Initial Data Discovery

Summarize the story the data above is telling.

This is what we initially think that data are describing.

Initial Initiative Inventory and Analysis

In the area you are exploring, list systems/initiatives that are currently in place and summarize your findings. [View Consideration Questions](#)

On initiative that currently exists is...

Summarize the gap analysis of the above data. [View Consideration Questions](#)

Our gap...

District Data Story Summary

Based on the data and the inputs above, briefly describe the story.

The data indicates that the district...

✓ District Data Story questions complete.

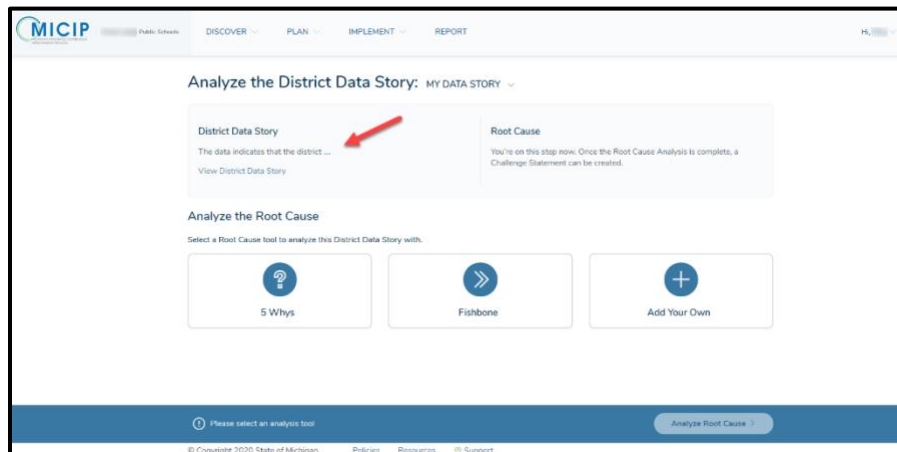
Cancel Save Analyze



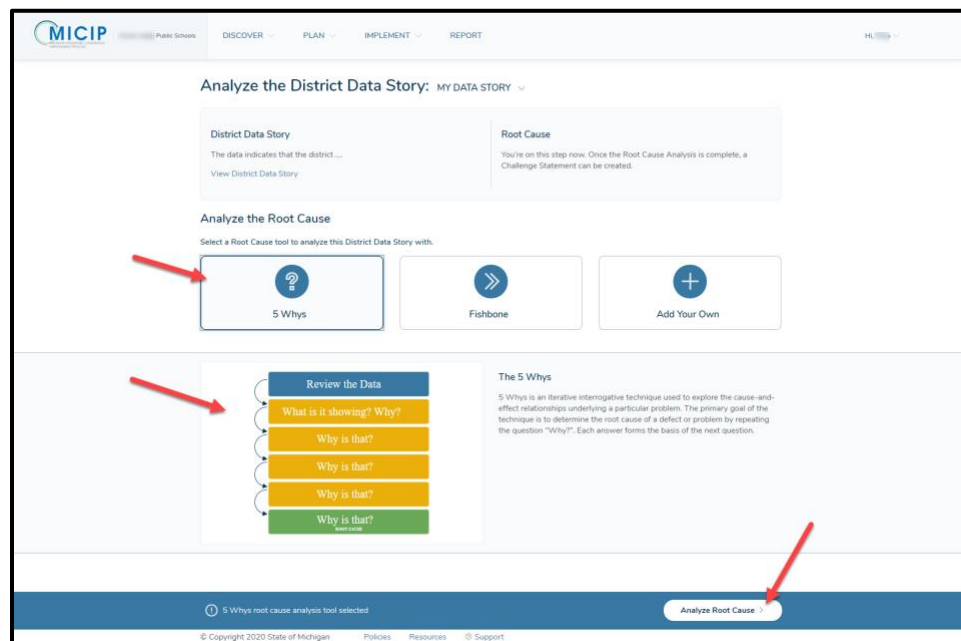
## Root Cause Analysis



1. You should be at a screen that is entitled Analyze the District Data Story. You will notice the Data Story has been carried over to the top of the screen. As you move through the process, this section changes to keep the relevant information in front of you. For the purpose of this training, you will complete a 5 Whys analysis. Click on that button.



2. When you click on the button, a brief description of the tool will show up. As more tools are added, this will let you check to see if it's the right tool. For now, go ahead and click on the "Analyze Data Story" to enter the 5 Whys Tool.



3. Work through the 5 Whys Analysis. You can add more layers by clicking on the "+ Add Whys" button. When you are done, click on the "Finalize Analysis" button.

- Once you have finished the analysis, the bottom blue navigation bar should indicate you are complete and you can click on the “Define the Challenge Statement” button.

## Define the Challenge Statement

- Complete the Challenge Statement. When done click on the “Define Goal” button.



## Goal Development



- At this point, you should see the “Define a Measurable Goals Screen.” You will notice the Challenge Statement is inserted in the information section. Complete the Define Goal, Goal Date, and Name Goal items.

- Next, you need to add at least one End Target Measure. Click on the green “+Add Measure” in the End Target section. A modal will open, and you will be given options to add a qualitative or quantitative measure (see the tabs in the modal). Complete at least one measure that works for your goal (you can add a few end target measures). Click the “Add Measure” button to add the measure to the goal.



4. Following a similar process as for the End Target Measures, add at least one Interim Measure that aligns to your end measure to your goal. You will note in this modal, that there is also an option for a “task” as a measure. Be sure to click the “Add Measure” button.
5. At this point, your screen should look something like the following. If you have completed all the parts, you can click on the “Select Strategies” button in the bottom blue navigation bar.

**Define a Measurable Goal: MY DATA STORY**

**District Data Story**  
The data indicates that the district ...  
[View District Data Story](#)

**Challenge Statement**  
Based on the analysis of the data, our district needs to ... [Edit](#)

**Define Goal**  
Create a one-sentence goal to solve the issue defined in your Challenge Statement. The goal should include a measure and a due date.  
Example: Our goal is to provide opportunities for students to study together, in order to improve ELA M-Step scores by 5% by 2022.

Our goal is to ... [Paragraph](#) [B](#) [I](#) [L](#) [Text](#) [List](#) [Table](#) [Image](#) [Link](#) [Unlink](#) [More](#)

Goal Due Date: 06/30/2021

**Name Goal**  
Create a short title for the goal that describes the outcome you are targeting.  
Example: Improve ELA M-Step

Improve Second Semester Attendance

**Define Evaluation Impact Measures**

**End Targets**

Measure	Due Date
Quantitative: Increase by 7% for Grade 3-8 Assessments: Performance Level	06-01-2021

[+ Add Measure](#)

**Interim Targets**

Measure	Owner	Due Date
Task: Implement a student buddy system.	Tom [dropdown]	01-01-2021

[+ Add Measure](#)

Measurable Goal defined. [Cancel](#) [Save](#) [Select Strategies](#)

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## Adding Strategies

1. Your screen should look similar to the one below. If so, click on the “+ Add Strategy” button.

**MICIP** Public Schools DISCOVER PLAN IMPLEMENT REPORT H

Create Strategy Implementation Plan: MY DATA STORY

**Challenge Statement** Edit  
Based on the analysis of the data, our district needs to...  
View District Data Story

**Measurable Goal** Edit  
Our goal is to ...

**Select Strategies**  
What strategies can be utilized to achieve this goal?

+ Add Strategy

Select at least 1 Strategy to continue. Cancel Save Define Strategy Implementation

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2. This will open a modal to interact with the MiStrategyBank. There are two methods you may use to find a strategy:
  - a. Search (if you know the title)

Select a Strategy of Interest

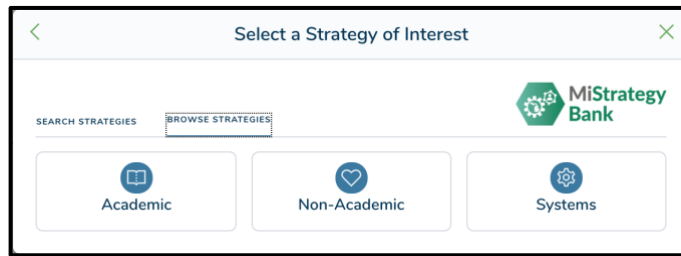
SEARCH STRATEGIES BROWSE STRATEGIES

Search Strategies...

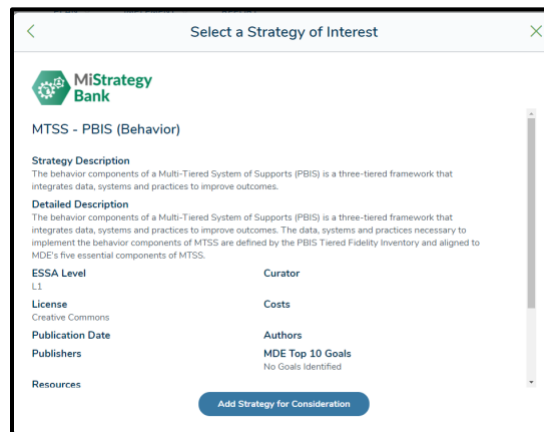
Strategies 29 Results

- 2020 Girls
- Amplify Science
- Cognition's FogStone Isle
- Computer Science Fundamentals (code.org)
- CSTEM Challenge
- Imagine Math
- Michigan Mathematics and Science Center Network Clearinghouse
- Pharmaceutical Science

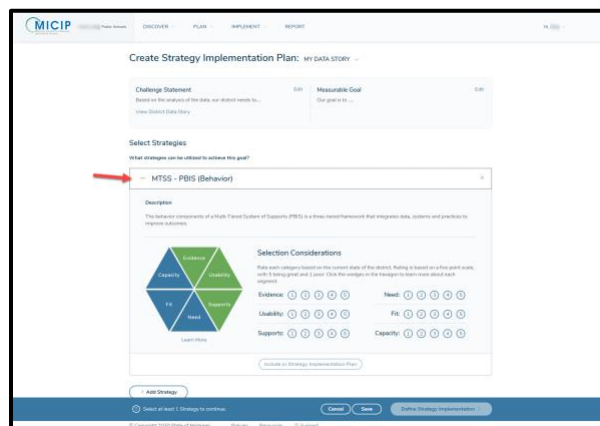
- b. Browse (work your way through the hierarchy).



3. Explore this interface and eventually find a strategy you would like to consider to address the goal. You are at the strategy level if you see a screen that contains strategy title, description, ESSA level, Curator, Costs, Authors, Licenses, Publication date Resources. Click the “Add Strategy for Consideration” button.



4. You will see your strategy now listed. Click on the “+” sign to the left of the strategy to expand the box to reveal the Hexagon tool.



5. Before you can add the strategy (so far you just added it for consideration) you need to complete the Hexagon Tool analysis. You may interact with the ratings directly or you can click on any wedge to open a modal that provides guidance on that component. Explore both methods as you complete the analysis. When you are done, if you determine this is a strategy you want to move forward with implementing, you may click the “Include in Strategy Implementation Plan” button.

**Selection Considerations**

Rate each category based on the current state of the district. Rating is based on a five point scale, with 5 being great and 1 poor. Click the wedges in the hexagon to learn more about each segment.

Evidence: 1 2 3 4 5      Need: 1 2 3 4 5

Usability: 1 2 3 4 5      Fit: 1 2 3 4 5

Supports: 1 2 3 4 5      Capacity: 1 2 3 4 5

Learn More

**Selection Considerations - Supports**

Reflect on the following questions to assist in rating the supports of the strategy. Rate each category based on the current state of the district. Rating is based on a five point scale, with 5 being great and 1 poor. Learn More

1. Is there a qualified "expert" (e.g., consultant, program developer, intermediary, technical assistance provider) who can help with implementation over time? If yes, list names and/or organization (e.g. Center, University) and contacts.
2. Are there start-up costs for implementation of the program or practice (e.g. fees to the program developer)? If yes, itemize in notes section. What does the implementing site receive for these costs?
3. Are there curricula and other resources related to the program or practice readily available? If so, list publisher or links. What is the cost of these materials? Enter in notes section.
4. Is guidance on administrative policies and procedures available? If so, identify resources and any costs associated.

Supports: 1 2 3 4 5

Save Response

6. Repeat for any additional strategies you might have. When you are all done, click on the “Define Strategy Implementation” button in the bottom blue navigation bar.

What strategies can be utilized to achieve this goal?

— MTSS - PBIS (Behavior)

**Description**

The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes.

**Selection Considerations**

Rate each category based on the current state of the district. Rating is based on a five point scale, with 5 being great and 1 poor. Click the wedges in the hexagon to learn more about each segment.

Evidence: 1 2 3 4 5      Need: 1 2 3 4 5

Usability: 1 2 3 4 5      Fit: 1 2 3 4 5

Supports: 1 2 3 4 5      Capacity: 1 2 3 4 5

Learn More

Include in Strategy Implementation Plan

+ Add Strategy

1 Select at least 1 Strategy to continue.

Cancel Save Define Strategy Implementation

## Define Strategy Implementation

1. Your screen should be entitled “Create Strategy Implementation Plan.” Here is where you will be able to see the entire plan containing challenge statement, goal, due dates, strategies, activities, assigned buildings, funding sources and communication.

**MICIP** Michigan's Integrated Community Improvement Process

DISCOVER PLAN IMPLEMENT REPORT

**Create Strategy Implementation Plan: MY DATA STORY**

**Challenge Statement** Edit **Measurable Goal** Edit

Based on the analysis of the data, our district needs to...  
View District Data Story

Our goal is to ...

**MTSS - PBIS (Behavior)** Go Back to Plan

**Strategy Details**

**Strategy Description**  
The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes.

Who owns this strategy implementation?  
Mike [Name]

When will it start?  
06/16/2020

When will it be complete?  
06/29/2021

What buildings in the district does this apply to?  
Search ☐ Select All Action

☐ Demo Elementary School  
☐ Demo High School  
☐ Demo Middle School

**Strategy Implementation Activities** \*  
Define Strategy implementation activities, including monitoring for fidelity.

**Strategy Funding**

Total Funding  
\$ 0

**Federal Funds**

- ☐ 21st CCLC
- ☐ CDC Block Grant
- ☐ CTE Perkins
- ☐ Estate
- ☐ Head Start
- ☐ Homeless Students' Assistance Grant
- ☐ IDEA Part B (Section 611)
- ☐ IDEA Part B (Section 612)
- ☐ IDEA Part C
- ☐ School Breakfast Program
- ☐ Sec. 41 Bilingual Education Grant
- ☐ Special Milk Program
- ☐ Title I Part A
- ☐ Title I Part C, Migration Education
- ☐ Title I Part D, Summer Migrant
- ☐ Title I Part D
- ☐ Title II Part A, English Learners
- ☐ Title II Part A, Immigrant Students
- ☐ Title IV Part A, Effective Use of Technology
- ☐ Title IV Part A, Student Support & Academic Enrichment
- ☐ Title V Part B
- ☐ Other Title Funds
- ☐ Other Federal Funds

(At least one funding source is required)

**State Funds**

- ☐ At Risk (31-A)
- ☐ Discretionary Payment
- ☐ Great Start Readiness Program
- ☐ Michigan College Access Network
- ☐ PSA Protected
- ☐ Proposal A Obligation
- ☐ Special Education Foundation (S1A)
- ☐ Special Education Foundation (S1A.2)
- ☐ Special Education Headline Obligation
- ☐ State School Aid Act (Section 320(4))
- ☐ State School Aid Act (Section 320(4), Home Visiting)
- ☐ State School Aid Act (Section 544 - Early On)
- ☐ Other State Funds

**Other**

- ☐ General Fund
- ☐ ISD Reimbursement
- ☐ Local Construction Bond
- ☐ Local Donations / Fundraising
- ☐ Local Sinking Fund
- ☐ P/LT (Payment in Lieu of Taxes)
- ☐ Other Local Funds

**Strategy Communication**

How will the plan be communicated?  
☐ Brochure  
☐ District Website Update  
☐ Email Campaigns  
☐ Local Newspaper  
☐ MI School Data  
☐ Parent Newsletter  
☐ Presentations  
☐ School Board Meeting  
☐ Social Media  
☐ Other

Who will the plan be communicated to?  
☐ Community-at-Large  
☐ Educators  
☐ Parents  
☐ School Board  
☐ Staff

(At least one "How" is required) (At least one "Who" is required)

0 of 1 Strategy Implementation Plans complete.

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2. Complete the “Strategies Details Page.” Note that the buildings are the 3 test buildings that were included for TRAINING only (your district’s buildings will be set up in the on-boarding process).
3. Add some activities in the “Strategy Implementation Activities” section. To do this, click on the “+ Add Activity” button. This will open a modal for you to add the actual activity. Be sure to click the “Add Activity” button for each activity. When you do this, they will be added to the plan.

### Strategy Implementation Activities

Strategy: MTSS - PBIS (Behavior)

Activity

Identify Student Buddy Coordinator

Who owns this strategy implementation?

Mark

Activity Start Date

09/16/2020

Activity Due Date

11/01/2020

Save Activity

Strategy Implementation Activities				
Define Strategy implementation activities, including monitoring for fidelity.				
Activity	Owner	Start Date	Due Date	
Identify Student Buddy Coordinator	Mark	09-16-2020	11-01-2020	×
Find Student Buddies	Tom	11-10-2020	12-15-2020	×
+ Add Activity				

- Now complete the Strategy Funding and Strategy Communication sections. You will need at least one check box in each section (just the section; not each column). When you are done, click the “Add to MICIP Portfolio” button in the bottom blue navigation bar.

**Challenge Statement**

Challenge Statement: MTSS - PBIS (Behavior)

Measureable Goal: Our goal is to...

**Strategy Details**

Strategy Description: The behavior component of the Multi-Tiered System of Supports (MTSS) is a three-tiered framework that integrates data, evidence-based practices to improve outcomes.

When will it be implemented? Start Date: 08/15/2023, End Date: 06/30/2024

Who will be responsible? Select All Active

**Strategy Implementation Activities**

Activity: MTSS - Student Support Coordinator

Start Date: 08/15/2023, End Date: 06/30/2024

**Strategy Funding**

Funding Source: Local

**Strategy Communication**

How will the plan be communicated? Select All Active

Who will the plan be communicated to? Select All Active

**Buttons:** Return from Strategy Implementation Plan, Add to MICIP Portfolio



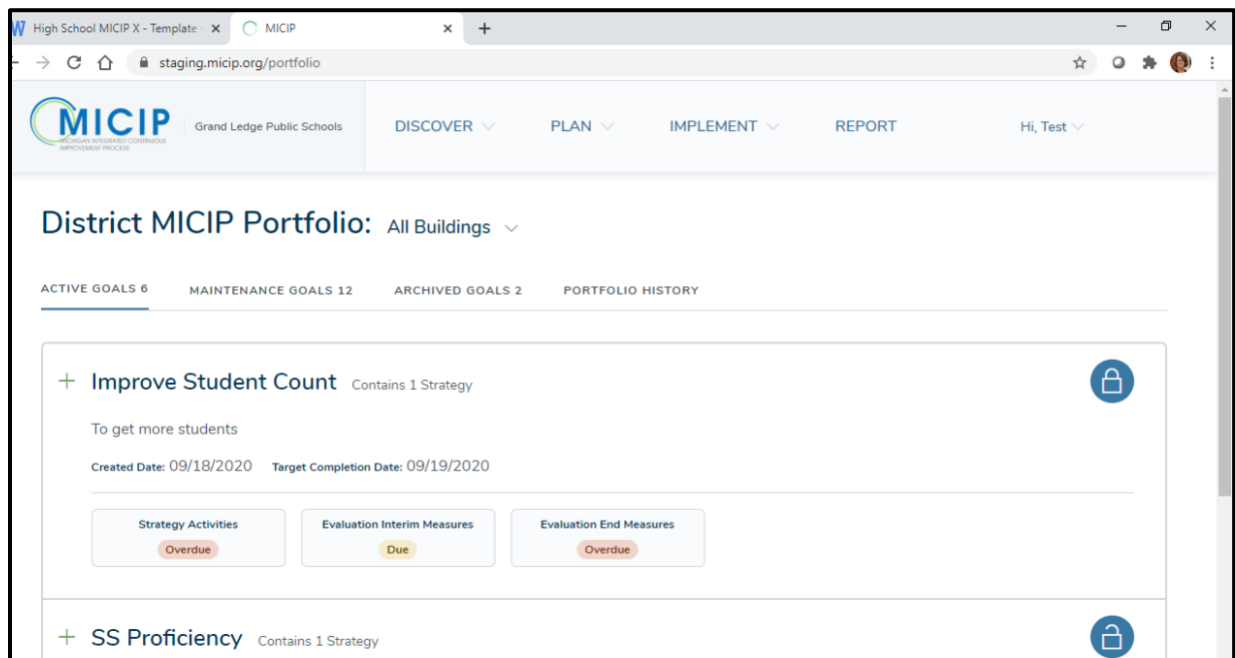


5. To complete this task, click on the “Add to MICIP Portfolio” button in the validation modal.



### Implementing Plans in Portfolio

1. Here you will be able to monitor, adjust, and evaluate your goals. Click on the down arrow to search for specific buildings.
2. Expand the portfolio for a full view of each plan by clicking on the green “+” sign.



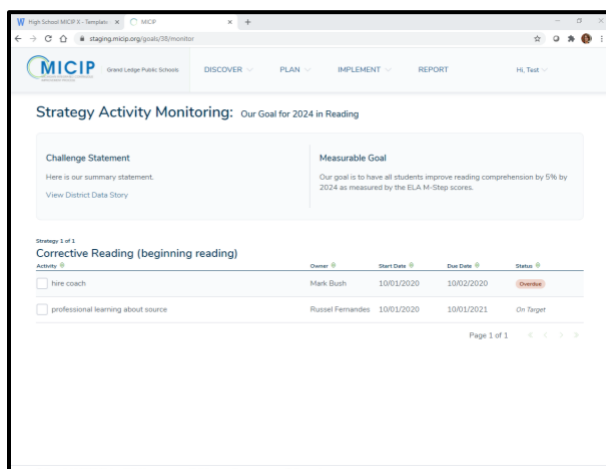
3. Your portfolio contains active, maintenance, and archived goals. You can see these goals by clicking on each term.
4. The lock symbol prevents anyone with editing rights to change any part of the plan. Unlock the plan by clicking this symbol.

## Monitoring and adjusting of goals, strategies and activities

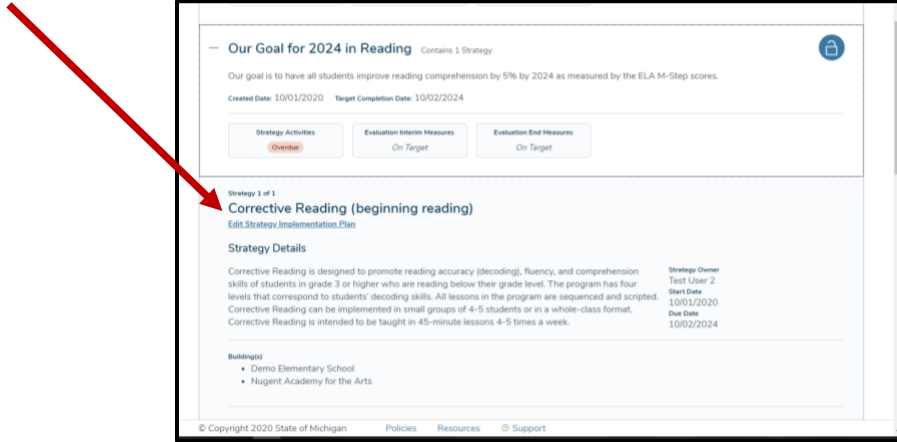
1. The strategy activity button indicates that at least one activity is overdue. Click on this button to see complete details.



2. Here you will see all activities associated with this active goal. By clicking the checkbox, you will indicate that an activity is complete. Note: Once a checkbox is marked complete, it cannot be undone.

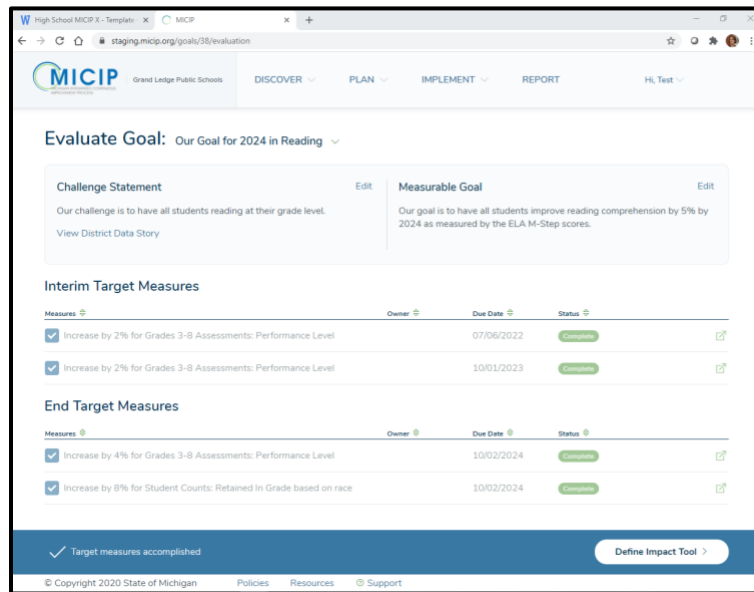


- Using your back arrow will return you to the portfolio page. Here you will be able to adjust your plan. Expand your plan. Click on the edit Strategy Implementation Plan link, and it will return you to goal development where you can adjust any and all details of your plan.

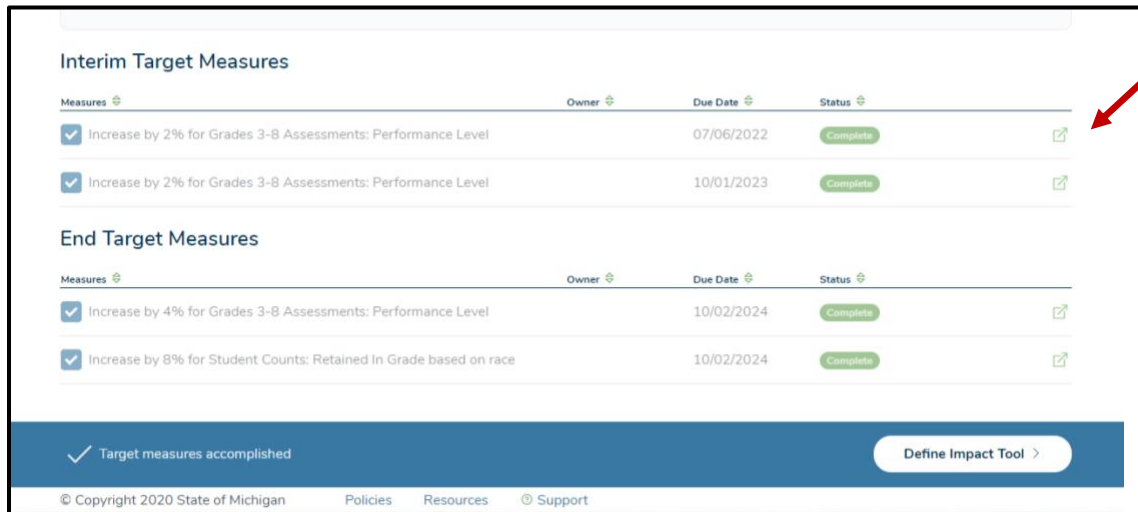


## Evaluating Goal

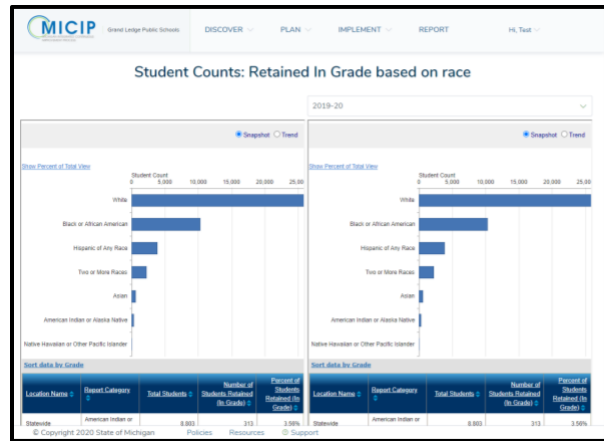
1. The monitoring buttons for strategies and interim & end measures indicates if a goal is approaching, on target, due or overdue. Click on either interim or end measure button. Here you have many functions to determine progress of the goal.



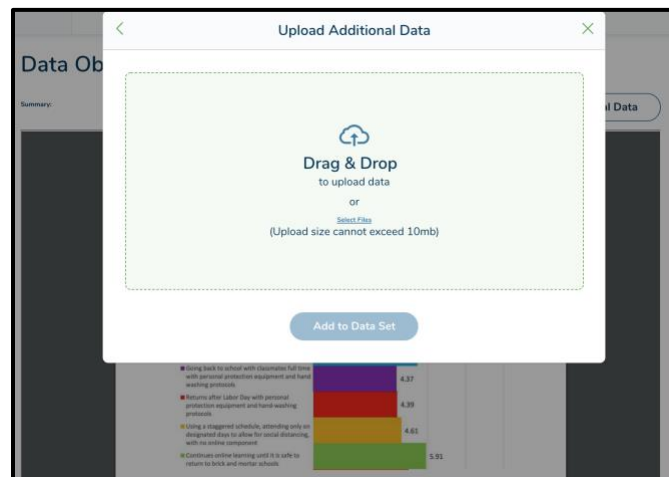
2. To determine whether you achieved your targets, simply click on the symbol at the far right of the measure.



- A new window appears displaying original baseline data at the time the plan was placed in the portfolio and the current data. Close window to return to monitoring page.



- For Interim or end targets that are linked to data objects that were manually added, you have the ability to upload a current version (e.g. in original planning you may have uploaded the results of a student survey, when evaluating targets you might, six months or a year later, have re-administered that survey and can upload that documentation here for comparison)



- Once status is complete, you will determine if the goal was met. Click on “Define Impact Tool” button located in the blue bar.

**Evaluate Goal:** Our Goal for 2024 in Reading

**Challenge Statement**  
Our challenge is to have all students reading at their grade level.  
[View District Data Story](#)

**Measurable Goal**  
Our goal is to have all students improve reading comprehension by 5% by 2024 as measured by the ELA M-Step scores.

**Interim Target Measures**

Measure	Owner	Due Date	Status
<input checked="" type="checkbox"/> Increase by 2% for Grades 3-8 Assessments: Performance Level		07/06/2022	Complete
<input checked="" type="checkbox"/> Increase by 2% for Grades 3-8 Assessments: Performance Level		10/01/2023	Complete

**End Target Measures**

Measure	Owner	Due Date	Status
<input checked="" type="checkbox"/> Increase by 4% for Grades 3-8 Assessments: Performance Level		10/02/2024	Complete
<input checked="" type="checkbox"/> Increase by 8% for Student Counts: Retained in Grade based on need		10/02/2024	Complete

✓ Target measures accomplished

[Define Impact Tool](#)

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- Answering the “Questions for Consideration” helps determine whether the goal been met. Like with previous textboxes, record a summary of your team’s discussion.

**Evaluate Goal:** Our Goal for 2024 in Reading

**Challenge Statement**  
Our challenge is to have all students reading at their grade level.  
[View District Data Story](#)

**Measurable Goal**  
Our goal is to have all students improve reading comprehension by 5% by 2024 as measured by the ELA M-Step scores.

**Questions for Consideration**

Question 1: How well did we address the challenge in 2023?

Question 2: How well did we address the challenge in 2024?

Question 3: How well did we address the challenge in 2025?

Question 4: How well did we address the challenge in 2026?

**Has the Goal been met?**

Based on the responses to the Questions for Consideration and careful review of the defined Measurable Goal, has the goal been met?

[Yes, the goal has been met!](#) [No, the goal has not been met](#)

[Complete Impact Tool to Continue](#) [Cancel](#) [Save](#) [Continue >](#)

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- Once all questions have been discussed and the information has been recorded, the “Has the Goal been met” options becomes active. Select the answer to this question.

**Has the Goal been met?**

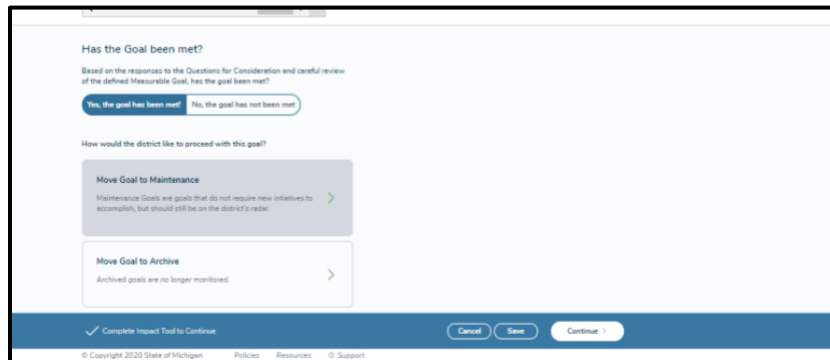
Based on the responses to the Questions for Consideration and careful review of the defined Measurable Goal, has the goal been met?

[Yes, the goal has been met!](#) [No, the goal has not been met](#)

[Complete Impact Tool to Continue](#) [Cancel](#) [Save](#) [Continue >](#)

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8. If you choose, **yes**, then a determination on where to store this goal appears. Click on the “continue” button in the blue bar.



Has the Goal been met?

Based on the responses to the Questions for Consideration and careful review of the defined Measurable Goal, has the goal been met?

☒ Yes, the goal has been met ☐ No, the goal has not been met

How would the district like to proceed with this goal?

**Move Goal to Maintenance**  
Maintenance Goals are goals that do not require new initiatives to accomplish, but should still be on the district's radar.

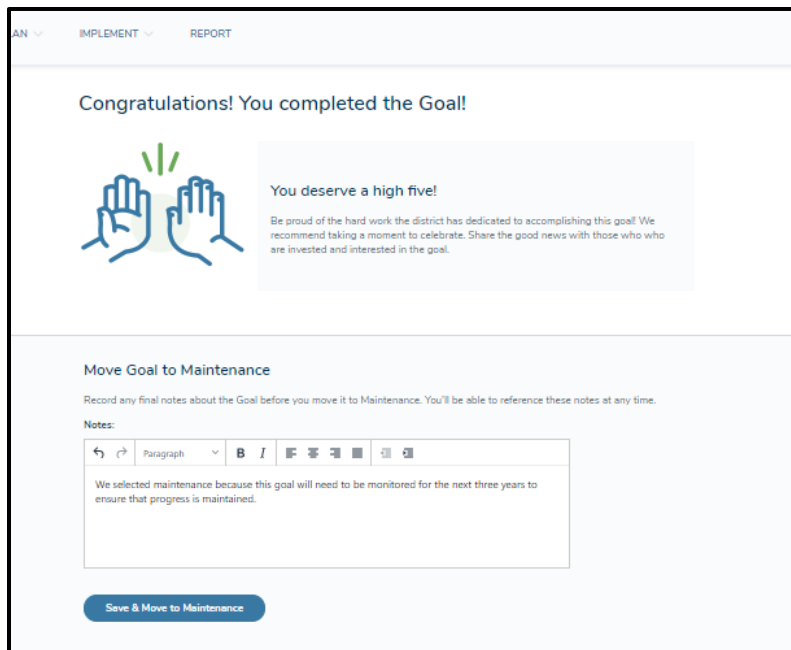
**Move Goal to Archive**  
Archived goals are no longer monitored.

✓ Complete Impact Tool to Continue

Cancel Save Continue


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9. Here is where you provide a rationale as to why this goal is stored in Maintenance. Maintenance means you are still continuing to monitor this goal, but it is not one of your active goals. Once this goal is saved, it will appear under the Maintenance tab in your portfolio.



AN IMPLEMENT REPORT

**Congratulations! You completed the Goal!**



**You deserve a high five!**

Be proud of the hard work the district has dedicated to accomplishing this goal! We recommend taking a moment to celebrate. Share the good news with those who are invested and interested in the goal.

**Move Goal to Maintenance**

Record any final notes about the Goal before you move it to Maintenance. You'll be able to reference these notes at any time.

Notes:

Paragraph B I

We selected maintenance because this goal will need to be monitored for the next three years to ensure that progress is maintained.

Save & Move to Maintenance

10. If you choose, No, then a determination on whether to revise the goal or abandon and archive it will appear. Click on the “continue” button in the blue bar.

Has the Goal been met?

Based on the responses to the Questions for Consideration and careful review of the defined Measurable Goal, has the goal been met?

Yes, the goal has been met! No, the goal has not been met

How would the district like to proceed with this goal?

**Revise Goal**  
Was the goal defined too aggressively? Should different strategies be utilized? You can revise your goal to make it more feasible. >



**Abandon and Archive**  
Archived goals are no longer monitored. >

✓ Complete Impact Tool to Continue Cancel Save Continue >

11. Like the action of a maintenance goal, you will need to provide a rationale for archiving this goal. Archiving a goal means you want to save it for a historical record, but it is no longer an active goal. Once saved and moved, this goal will appear under the Archive tab in your portfolio.

← → ↻ 🏠 staging.micip.org/evaluate/15/archive

### You're moving the Goal to Archive

 → 

**Archiving a Goal?**  
Moving a Goal to the Archive will save it all the information to be viewed later.

**Move Goal to Archive**  
Record any final notes about the Goal before you move it to Archive. You'll be able to reference these notes at any time.

**Notes:**

↶ ↷ Paragraph B I [List Icons]

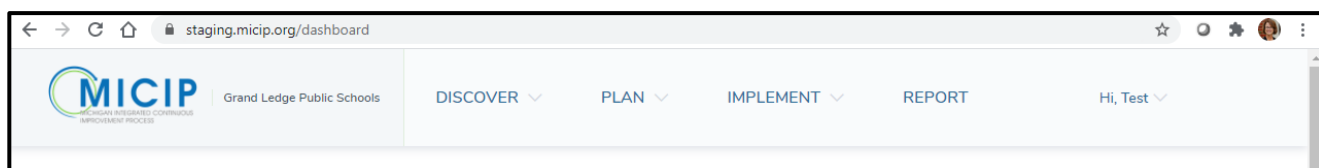
Add notes...

Save & Move to Archive



## Navigation Bar and Footer Bar

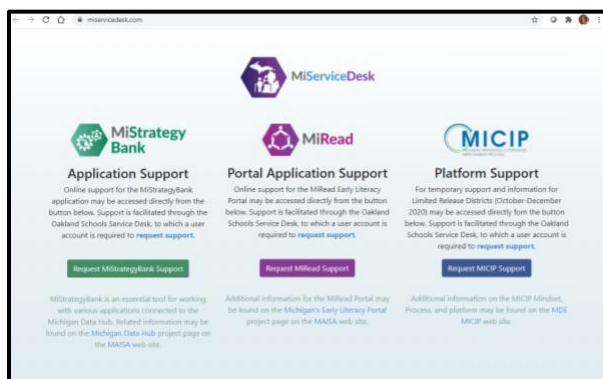
1. This is the navigation bar that allows the user to jump from various components of the continuous improvement process, generate reports, or log out.



2. This is the footer that allows the user to review policies, seek resources, or request support.

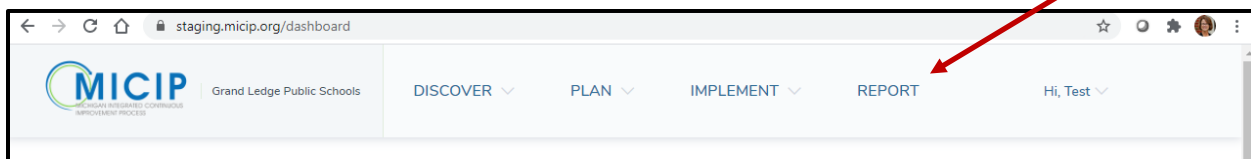


3. By selecting support, a new window opens. Here you will access MiServiceDesk to request support.

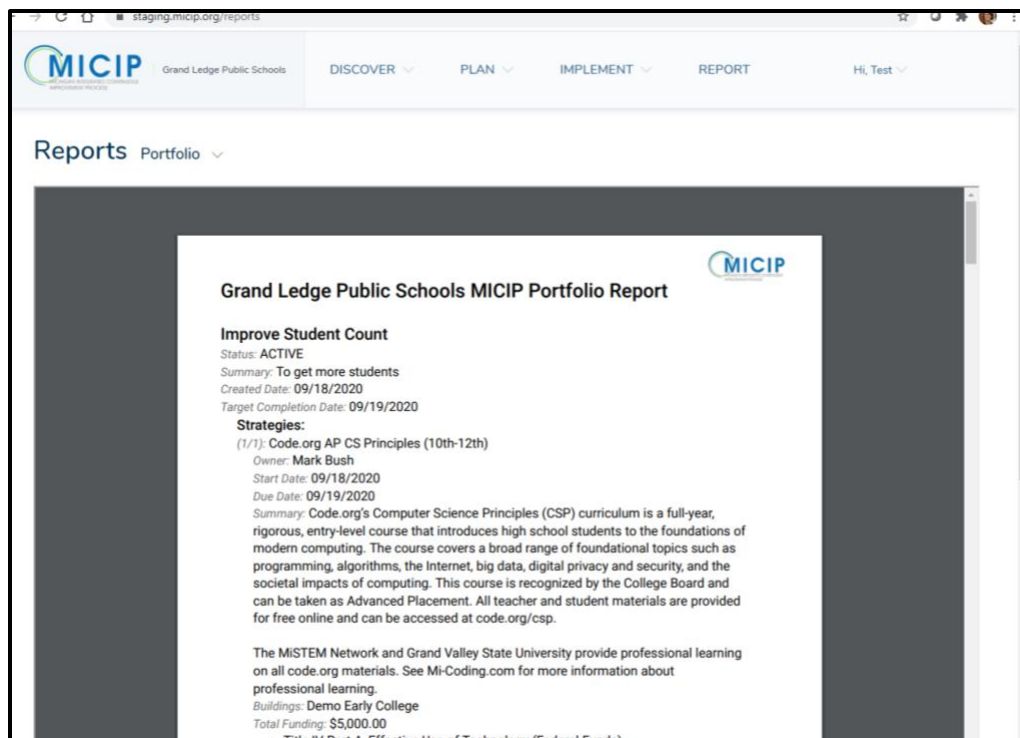


## Reports

1. Reports can be generated by clicking on the "report" button.



2. This first MICIP release will contain a few reporting options. Below is a sample report of the entire portfolio. Here you will be able to print or download as a PDF file.



Congratulations on completing this training! If you need further assistance, clarification, or would like to discuss the planning process, please contact [MDE-MICIP@michigan.gov](mailto:MDE-MICIP@michigan.gov).

### Summarize your Data Set:

Although our demographics demonstrate that we have 50% White students, 40% Black students, 5% Hispanic students, and 5% Asian students, the make-up of our advanced-level, CTE, Dual-enrollment classes is 94% White students 4% Asian students, 1% Black students, and 1% Hispanic students. 87% are non-ED

Staff and student perception data shows a disconnect regarding students ability to access courses. 90% of White Students, 5% Black, 2% Hispanic and 98% Asian - (93% non-ED) responded that they believed that they would be able to participate in and successfully complete Advanced/CTE/Dual-enrollment courses. Staff believed that only 35% of students had the ability to successfully complete Advanced/CTE/Dual-enrollment courses. 50% of Economically Disadvantaged students indicate a lack of belonging and adult support to be successful academically. 48% of students expressed a need to have an adult mentor. (data limited)

Economically disadvantaged Middle School students demonstrated 30% proficient in math compared to non economically disadvantaged students. These students were not permitted to engage in the rigorous academic classes needed to master the skills for 7th grade Algebra I..

Tier II data is limited showing that students typically are placed directly into a Tier III intervention and no data or notes demonstrating Tier I supports either. Tier III students are disproportionately Economic Disadvantaged and/or Black/Brown Students (K-12) (17% are non-ED)

95% of all students participate in elementary-based afterschool activities, whereas in middle school only 25% of students participate in afterschool activities. Of the 25% - 73% are white, 22% are Black, 4% are Hispanic and 1% are Asian. (82% are non-ED).

The results of a curriculum audit found that the district lacked an articulated and aligned curriculum district-wide that embedded instructional learning cycles over the last six (6) years.

Staff belief statements have not been reviewed since 2014 and staff turnover is at 75% every other year.

Achievement in core academic issues

Policy review indicated a strict adherence to a 3.0 or higher in required coursework prior to eligibility for application to advance placement.

4 Year Graduation Rate

Percent of students graduating in 4 years: Asian >95%, White 94%, Hispanic 92%, African American 87%, Economically Disadvantaged 87%

Enrollment in college/training

Percent of students enrolling in college 82% white, 84% Asian, 62% Hispanic, 63% African American. 69% of ED; 83% non-ED

Percent of students needing college remedial coursework (preparedness data?)

Ex: 40% of students enrolling required remedial coursework; 40% of economically disadvantaged students; 18% of non-ED; 40% of Black students; 30% for Hispanic; 8% for white; Asian 1%

## Initial Initiative Inventory:

### **Mentoring Program**

- Program was thought to exist, but actual data indicated that mentors were no longer being consistently assigned to students.
- Fidelity of implementation monitoring for the mentoring program was discontinued 2 years ago.
- Money allocated for the mentoring program for professional learning was cut from the budget.

### **MTSS**

- Programming is articulated, but its existence is not demonstrated in the data, particularly around Tier 2
- Secondary buildings indicated that exit criteria and scheduling protocols were in conflict with each other resulting in students remaining in interventions indefinitely

- Lack of identified success criteria resulted in inability to determine fidelity of implementation for a variety of interventions
- Elementary scheduling did not incorporate support time for students - teachers stated that they did not know how to embed Tier II supports into day.
- Teams established for routine data analysis are no longer meeting
- Students who did not demonstrate math proficiency in 5th grade were placed in remedial math courses instead of Pre-Algebra which prevented them from ever being on an advanced placement trajectory.
- High School staff indicate that Tier 2 interventions are challenging to incorporate in their limited class time with 40 students/class.

### **Restorative Practices**

- Elementary schools are fully instituting restorative practices with daily circles and return to class/building restoration protocols.
- Middle School and High School have stated that they have not adopted practices seeing them as a conflict with their discipline policies.
- Teacher perception data indicates a need for additional professional learning and a support structure during application.

### **Social Worker (elementary) and additional Counselor (middle/high school) access was added to create a sense of belonging for students in 2018.**

- Middle and high school students indicate that they are not aware that dual enrollment and advanced placement program options exist.
- Elementary students indicate they can make an appointment to meet with a social worker as needed.
- Social worker at the elementary meet with 6 at-risk students/6weeks intervals

### **Gap Statement:**

While we would like our enrollment in Advanced/CTE/Dual-enrollment courses to reflect the same demographic proportion as our student body (currently 50% White students, 40% Black students, 5% Hispanic students, and 5% Asian students and 63% of are ED); current student enrollment in Advanced/CTE/Dual-enrollment courses is 94% White students 4% Asian students, 1% Black students, and 1% Hispanic students. 13% are ED.

*The Data Story is the combination of the Data Set, the summary of that Data Set, and the district Initiative Inventory and Gap Statement in the context of that Data Set. The Data Story Summary is a short statement that captures the essence of the Data Story to be used as a prompt to guide the planning process.*

### **Data Story Summary:**

Demographics demonstrated that we have 50% White students, 40% Black students, 5% Hispanic students, and 5% Asian students and 63% of the total students are ED. Student perception data

demonstrated a lack of belief in ED students' ability to successfully complete courses (93%). Five out of seven Economically Disadvantaged students reflected that they were not aware of existing program opportunities or how to access those opportunities. They felt they do not receive support services to help them better understand program options that promote a dual enrollment or advanced placement opportunity. Non Economically Disadvantaged students stated they felt the orientation and follow-up program served this purpose.

While there are several district supports intended to meet the needs of our at-risk population, these supports are not implemented with fidelity, monitored, or systematized. Because services are not coordinated, it is difficult to meet the needs of learners; lack of impact data results in inability to determine whether to continue or abandon each initiative. Staff perception data shows a disconnect regarding both the structural and cognitive ability of some students to access courses. Reduced student engagement in after-school activities correlates directly with lack of participation in advanced coursework.

Our data indicated that student access to Advanced/CTE/Dual-enrollment programs were disproportionately represented. While we would like our enrollment in Advanced/CTE/Dual-enrollment courses to reflect the same demographic proportion as our student body (currently 50% White students, 40% Black students, 5% Hispanic students, and 5% Asian students and 63% of are ED) Current student enrollment in Advanced/CTE/Dual-enrollment courses is 94% White students 4% Asian students, 1% Black students, and 1% Hispanic students. 13% are ED.

## Root Cause

### A. Five Whys?

1. Why? Why are students unable to select an Advanced Learning Pathway of their choice? Students lack the foundational skills to participate in rigorous core content.—
2. Why? Why do our students lack the foundational skills necessary to participate in rigorous core content included in all learning pathways? Students who are academically behind or behaviorally unwilling are placed in intervention classes beginning in 6th grade which does not expose them to the core curriculum.
3. Why? Why are students who are academically behind or behaviorally unwilling placed in intervention classes beginning in 6th grade which does not expose them to the core curriculum? Our system does not include the critical components to deliver core instruction and remediation (Tier II and III) to enhance the opportunity for student engagement in all learning pathways.
4. Why? Why doesn't our system include the critical components to deliver core instruction and remediation (Tier II and III) to enhance the opportunity for student engagement in all learning pathways? We have not engaged in the mindset activities and systems thinking necessary to fully understand the connections between core instruction combined with provision of intervention.

5. Why? Why have we not engaged in the mindset activities and systems thinking necessary to fully understand the connections between core instruction combined with provision of intervention? We have not established a Multi-Tiered System of Support K-12 so that high school students can engage in an advanced learning pathway of their choice.

Potential activities to consider when identifying our systems approach:

- Equity mindset
- Belief statements
- Collaboration
- Communication
- Problem Solving Protocol
- Monitoring mechanism,
- Exit criteria
- Resources/funding

B. Add your own (other root cause process results)

### Root Cause:

We have not established a Multi-Tiered System of Support K-12 so that high school students can engage in an advanced learning pathway of their choice.

### Challenge Statement:

If we establish a shared equitable mindset and a coordinated systemic process to address gaps and support students early on to guide them toward any higher level learning opportunity, then student enrollment in Advanced Placement, CTE, or Dual-enrollment courses will increase and post-secondary programs will reflect the district demographic make-up.

### Measurable Goal:

Ensure equitable learning opportunities and pathway access like: Advanced/CTE/Dual enrollment, etc.) for students through post-graduation (career and college readiness) as measured by course participation, course success rate, post-graduation enrollment and the rate of college remedial courses.

### Define Goal Evaluation Impact Measures:

1. End Target Measure
  - a. End Target Measure 1 **High School Focus**
    1. Data set to track Demographic Mix of Advanced/CTE/and Dual Enrollment Classes
    2. Increase or decrease in value Increase in demographic representation of ethnic and ED groups
    3. Percentage Mirrors value for demographic mix of the LEA as a whole
    4. Due date 7/1/2026
    5. Optional Explanation notes
  - b. End Target Measure 2 **High School Focus**
    1. Data set to track: Post-graduate enrollment

2. Increase or decrease - Increase in demographic representation of ethnic and ED groups
  3. Percentage Mirrors value for demographic mix of the LEA as a whole
  4. Due date 7/1/2026
  5. Optional Explanation notes
- c. End Target Measure 3 **District Focus/High School Focus**
  1. Data set to track Successful completion of Advanced/CTE/and Dual Enrollment Classes
  2. Increase or decrease in value Increase in demographic representation of ethnic and ED groups
  3. Percentage Mirrors value for demographic mix of the LEA as a whole
  4. Due date 7/1/2026
  5. Optional Explanation notes....
- d. End Target Measure 4 District/System Focus - Equity Framework
  1. Data set to track: Perception survey: staff, parents, students, and community
  2. Increase or decrease: Increase stakeholders perception of equitable access to all learning opportunities
  3. Due date: 7/1/2026
2. Interim Target Measures
  - a. Interim Target Measure 1
    1. Describe Task Completion - Identify and track pathway targets
    2. Data set to track - enrollment, course proficiency, achievement data, "success"
    3. Increase or decrease Increase in demographic representation of ethnic and ED groups
    4. Percentage Increase in demographic representation of ethnic and ED groups
    5. Due date- 30 days
    6. Optional Explanation notes
  - b. Interim Target Measure 2
    1. Describe Task Completion Develop early warning system that includes engagement measures and behavior incidents in advanced courses
    2. Data set to track - Attendance and behavior incidents in related coursework
    3. Increase or decrease - Increase in demographic representation of ethnic and ED groups
    4. Percentage - Increase in demographic representation of ethnic and ED groups
    5. Due date - 30 days
    6. Optional Explanation notes
  - c. Interim Target Measure 3....
    1. Describe Measure Completion - Staff Equity Training and Perception data survey
    2. Data set to track - Belief that students can succeed in advanced coursework
    3. Increase or decrease- Increase in belief regarding student ability to complete advanced coursework
    4. Percentage belief regarding ethnic and ED groups increase to 100%
    5. Due date: measured every six months
    6. Optional Explanation notes
  - d. Interim Target Measure 4...
    1. Describe Measure Completion - Staff Equity Training
    2. Data set to track - Belief that students can succeed in advanced coursework

3. Increase or decrease- Increase in belief regarding student ability to complete advanced coursework
4. Percentage belief regarding ethnic and ED groups increase to 100%
5. Due date: 9/1-2/1
6. Optional Explanation notes

Thinking Process: A team may want to review the Initial Initiative Inventory considering the following questions:

## District Strategy:

High School Strategy -

Implement personalized career academies within a MTSS framework to ensure college and career readiness, which will include mentoring and other supports to increase access to CTE, AP, and dual enrollment. *(based on a 2nd look at the Initial Initiative Inventory the high school may not start here)*

## Strategy using the Hexagon Tool

### Select Strategy(s)

1. Strategy 1: District-wide MTSS
  - a. Hexagon tool (1-5)
    1. Need: 5 - Data indicates a significant need for an organized MTSS approach based on piecemeal results of current interventions and number of students still struggling
    2. Fit: 3 - Missing cross district collaborative structures to support a unified MTSS
    3. Resources: 3 - Lacking training, coaching, and material resources to fully support a high fidelity implementation of MTSS
    4. Evidence: 4 - Body of evidence around MTSS provides strong support for its efficacy in districts with demographics similar to ours
    5. Readiness: 2 - A significant number of structures are missing which would be required to support and implement MTSS. Multiple staff at all levels require training to understand what MTSS is and how to integrate it effectively into existing systems. With current needs of the district, including responding to the pandemic and setting up hybrid and virtual learning systems we lack the ability to also implement other large scale system changes
    6. Capacity: 1 - All staff needed to implement this strategy are already overwhelmed with other work. The district budget is currently stretched thin and would not support bringing on additional staff to coordinate or facilitate effective implementation of this strategy. District data systems are not yet in place to enable the tracking required to coordinate delivery of an MTSS.
  - b. Summary - It was determined that due to limited resources, a lack of readiness, and limited capacity district wide, implementation of a *district wide MTSS would not be a strategy to pursue at this time*. At this time, the district will focus on better understanding of the current reality for district-wide equity.
  - c. On a smaller scale, a strategy similar to MTSS at the High School would allow us to potentially build capacity and readiness to pursue district-wide MTSS sometime in the future.



2. Strategy 2: High School  
Implement personalized career academies within a MTSS framework to ensure college and career readiness, which will include mentoring and other supports to increase access to CTE, AP, and dual enrollment
  - a. Hexagon tool (1-5)
    1. Need: 5 - The high school lacks any sort of organized support structure for students yet the data shows a large number of students are struggling to meet achievement benchmarks and as a result cannot access high level learning opportunities.
    2. Fit: 5 - The high school already values access to high level coursework and CTE programs. Increasing access to those programs aligns well with other efforts to improve career and college counselling activities and support transitions to college or work post high school for all students.
    3. Resources: 4 - Guidance counsellors are already in place and trained, local initiatives to support expanded CTE offerings have allowed additional space for increased enrollment in such programs. Sufficient staff are already trained to offer AP type classes with enrollment in most upper level classes currently being well below capacity. Some additional staffing will be needed to help provide remedial support to assist students with knowledge gaps which inhibit progress through coursework that is part of their individualized career pathways. Additional partnerships with local employers will also need to be established to support the provision of work experiences for students to align with their in-school experiences.
    4. Evidence: 3 - The evidence supports the efficacy of this strategy in districts similar to ours, although the number of studies is limited. The impact is also limited on some outcomes such as progressing in school, however there is a positive outcome for both staying in school and completing school.
    5. Readiness: 3 - There is strong interest in this strategy and many of the supports are already in place for this strategy. Partnerships with employers need to be developed yet and the master schedule needs to be re-worked to ensure students have access to the classes they need. Additionally coaching will be required to help staff implement more tiered instruction approaches within the classroom rather than using challenging content to filter out students from higher level course offerings.
    6. Capacity: 4 - The capacity within the district is strong. Teachers within the High School have responded well to past initiatives and have strong buy-in for this strategy which is likely to lead to rapid assimilation of new skills. The district has financial resources via general fund, special millages, and multiple grants as well as community gifts to support this strategy due to significant buy-in at all levels.
  - b. Add Strategy to the Improvement Plan
    1. Description (imported from MiStrategyBank) -
      - ii. **District Strategy Description:** Equity is one of the MINDSET shifts in MICIP. As a district, we want to explore the definition, structures, and policy of equity as they relate to educational systems in our

district. Using the Equity Lens we want to create supports for all 3 learning levels: elementary, middle school and high school.

- iii. **High School Strategy Description:** Career Academies are schools within schools, or small learning communities, that link students with peers, teachers, and community partners to foster academic success, mental and emotional health, and labor market success in a more personalized and supportive learning environment. Originally created to help inner-city students stay in school and obtain meaningful occupational experience, academies enable youth to belong to a smaller educational community and connect what they learn in school with their career aspirations and goals. Career Academies aim to improve labor market prospects of youth beyond high school without compromising high school academic goals and preparation for postsecondary education. Academies develop partnerships with local employers to build connections between school and work and to provide students with a range of career development and work-based learning opportunities
- iv. Identify an 'owner' to lead the implementation of the Strategy:  
Nate Beelen
- v. Define a Start Date for the Strategy: 9/1/2020
- iii. Devine a Completion Date for the Strategy; 6/15/2025
- iv. Select the buildings that will implement the Strategy (*this informs building improvement plans*) ; Michigan High School
- v. Create Strategy Implementation Activities

### Strategy Funding

**Federal** - Perkins Grant Funds (CTE Programming), Title I, Part A Funds (Remediation/support programs and materials, Family Engagement Efforts), Title II, Part A Funds, (Instructional Coaches, Professional Development), Title IV, Part A Funds (Guidance Counsellors, Support for Dual Enrollment Excess costs, AP Test fees)

**State** - Section 31a (Remediation/support programs, Instructional Coaches, Guidance Programs)

**Local/Other** - General Funds (Core instruction Teachers, Guidance Programs, Dual Enrollment Costs, AP Program Costs, Administration, Coordination, Monitoring, and Evaluation), Local CTE Millage (CTE Programming), Local gifts and grants (Career/Work Experiences, Career Mentors)

### Strategy Communication

- 3. Identify communication methods/media:
- 4. Leverage existing communication mechanisms
- 5. Identify Stakeholder groups who will be communicated with:
- 6. Staff will be communicated through meeting structures
- 7. Parents will receive communication through districts structures
- 8. Students will receive communication from their teachers.